

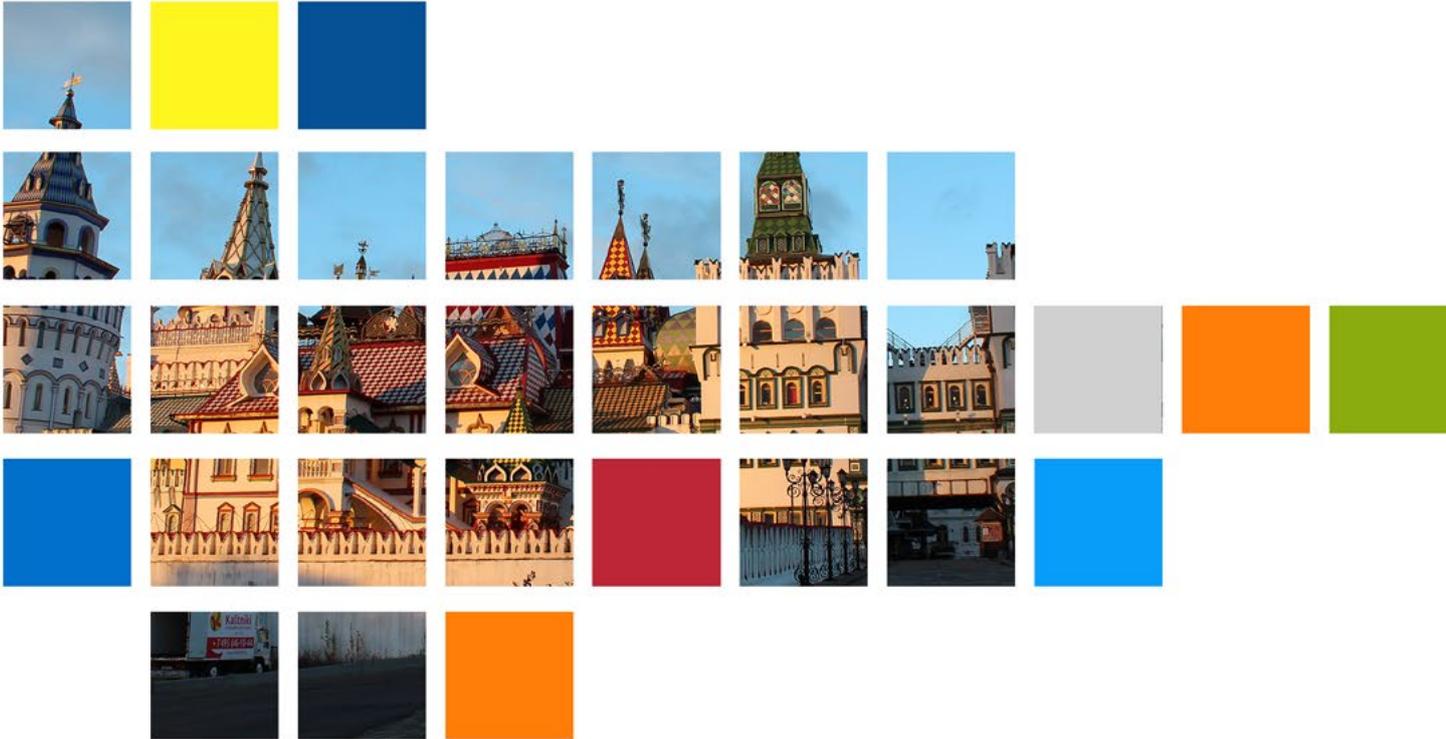


United Nations
Educational, Scientific and
Cultural Organization



International Centre
for Technical and Vocational
Education and Training

Meeting Report



UNESCO-UNEVOC Regional Forum Advancing TVET for Youth Employability and Sustainable Development

28-30 October 2013, Moscow, Russian Federation

Europe, CIS and North America

Organized by

UNESCO-UNEVOC International Centre for
Technical and Vocational Education and Training

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Abbreviations

BIBB	Germany's Federal Agency for Vocational Education and Training
CEDEFOP	European Centre for the Development of Vocational Training
CIS	Commonwealth of Independent States, a post-Soviet governmental alliance that includes Russia, Kazakhstan, Belarus and other former Soviet republics
CVETS	National Observatory on Vocational Education/Centre for VET Studies, Moscow
EC	European Commission
ETF	European Training Foundation
EU	European Union
Green skills	skills, practices and habits sensitive to environmental, ecological and sustainable development agendas
Green jobs	employment that incorporates green skills
GTVET	Green technical and vocational education and training
ICE	International Correspondents in Education, a Europe-wide network of professional writers on education
ICT	Information and Communication Technology
ILO	International Labour Organization
IVETA	International Vocational Education and Training Association
OECD	Organisation for Economic Co-operation and Development
Promising Practices	UNESCO-UNEVOC term for TVET solutions in a particular country, which may have applications in other countries, thus defined as 'promising'. UNEVOC prefers to use this term rather than "best practice" which is a relative term.
Shanghai Consensus	recommendations from the Third International TVET Congress, Shanghai, China, organized by UNESCO in 2012
SME	small and medium-sized enterprise
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNITAR	United Nations Institute for Training and Research
UNESCO IITE	UNESCO Institute for Information Technologies in Education
UNESCO-UNEVOC	UNESCO's International Centre for Technical Vocational Education and Training
TVET	Technical Vocational Education and Training

Summary



The UNESCO-UNEVOC Regional Forum for Europe and North America was co-hosted by Moscow-based CVETS National Observatory on Vocational Education/Centre for VET Studies, with the support of the Moscow Institute for the Development of Education.

It was the fourth of five regional follow-ups to the Shanghai Consensus on developing and sharing policy and Promising Practices on youth and skills and greening TVET.

The forum brought together more than 100 highly experienced TVET practitioners, UNEVOC network cluster leaders, representatives of international policy advisory and labour-market research organizations and government ministers.

Those present included Natalia Zolotaryova, Head of VET Department, the Russian Ministry of Education and Science; Grigory Ordzhonikidze, Executive Secretary, Russian National Commission for UNESCO; Kirill Vasiliev, Education Specialist at the World Bank, Moscow; Margarita Rusetskaya, Deputy Head of the Moscow Department of Education; Olga Koulaeva, Senior Employment Specialist, International Labour Organization, Moscow; and Shyamal Majumdar, Head of UNESCO-UNEVOC.

The forum spanned a day and a half consisting of plenary and panel sessions, study visits to Moscow TVET colleges, and a third morning for UNEVOC Centre leaders to consider Network consolidation and ways forward.

Delegates shared and discussed evidence-based examples of Promising Practices; challenges and advances in programmes and projects on youth skills, employability and transition to the workplace; opportunities to integrate ecological considerations and sustainable development in training; and ways to identify new training profiles where green skills would be of increasing importance in the future.

They also sought to enhance regional harmonization through international dialogue and aimed at making progress on these global issues mentioned above.

Nine innovative Promising Practices were presented at the meeting. For the theme youth and skills these are:

- from Canada an essential workplace skills test that measures cognitive skills levels in reading and calculation and a mobile phone app that helps students develop entrepreneurial mindsets;
- a Norwegian project for designing training modules aimed at reducing TVET dropout rates;
- Germany's federal vocational orientation scheme, in which 480,000 school children had already participated; and
- a North American career pathways programme; and
- programmes in Russia to integrate economic migrants from Central Asia and other former Soviet regions.

For the theme greening TVET these are

- Latvia's project to develop understanding about competencies needed for 'green jobs';
- two Canadian projects, one on greening the curriculum;
- the other on developing regional innovation centres; and
- from Finland a scheme to use ICT to reduce carbon footprints in the learning environment.

Shyamal Majumdar, Head of UNESCO-UNEVOC, urged delegates to begin thinking in strategic terms to identify key trends. In 2014 the very best Promising Practices will be presented at the UNESCO-UNEVOC World Forum in Bonn as a starting point for taking dialogue beyond 2015, the year in which many current UNESCO programmes conclude.

Introduction



Background and context

The Moscow forum brought together UNEVOC Network members from Europe, the CIS and North America, and members of allied international organizations, including the European Training Foundation (ETF) and the International Labour Organization (ILO), as well as researchers and TVET experts, to discuss the latest developments in the global priority areas defined by UNESCO Member States in the Shanghai Consensus.

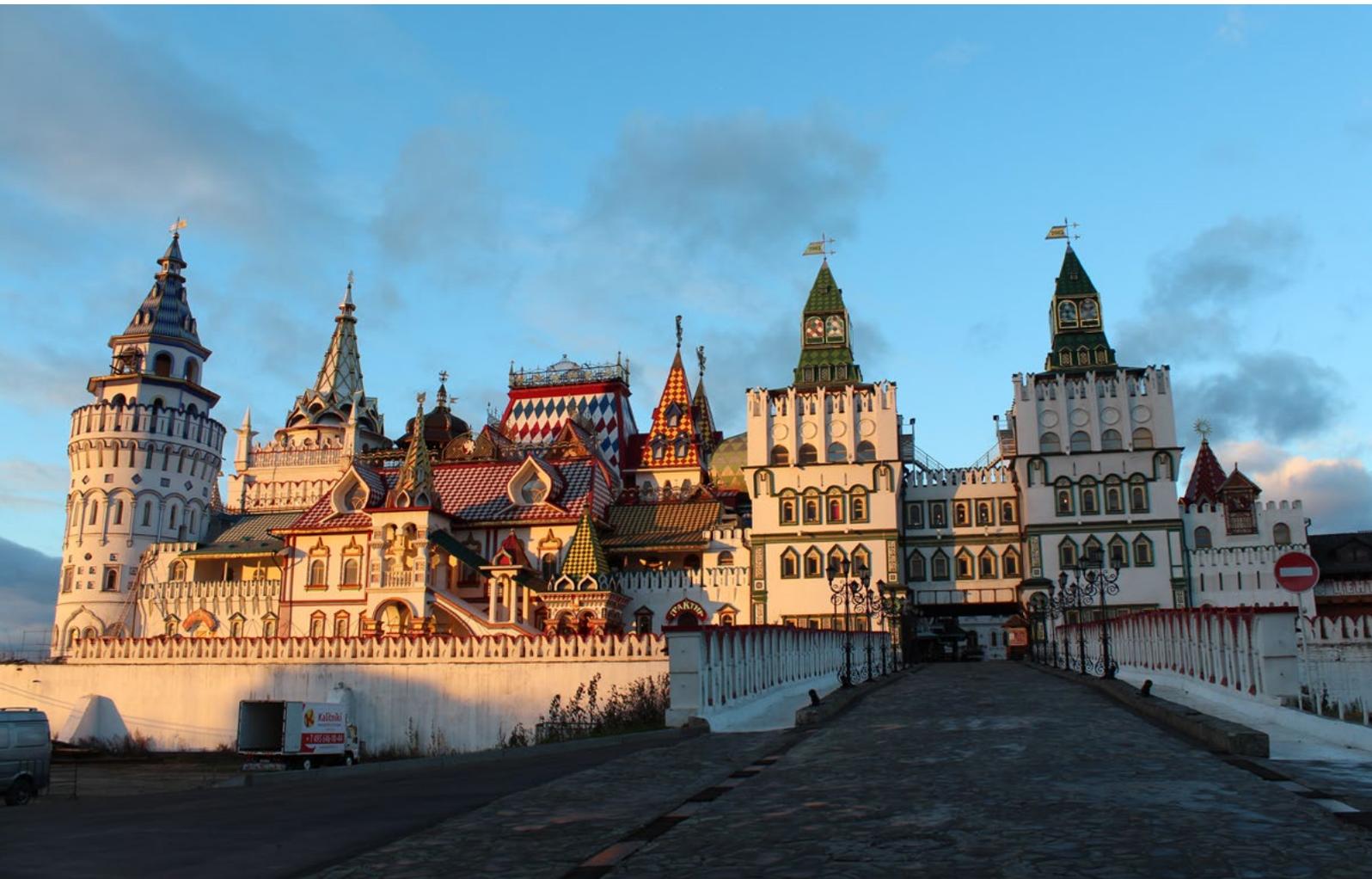
The three key challenges: to make quality TVET a more effective tool for tackling global youth unemployment; the need to integrate green skills in the curriculum to help promote sustainable development in the workplace; and the importance of improving and harmonizing regional and international co-operation in these fields, focused minds at the meeting.

In a world where global youth unemployment has now reached 75 million – four million more than in 2007 – the role of TVET in tackling such a waste of human potential is vital. In 2010, one in six of the world's population were youth (15 to 24 years) and one in every eight of them were unemployed (ILO, 2012a).

Global warming and other environmental issues headline news across the world. In light of this, the need to integrate green skills in curricula to help promote sustainable development has never been more important.

The value of regional and international harmonization of TVET as a way of achieving these priorities through evidence-based policy and practices, one of the Shanghai Consensus priorities (see Box 1), was demonstrated through a focus on the latest regional Promising Practices, UNESCO-UNEVOC's shorthand for the potentially most beneficial programmes and projects to implement change internationally through TVET.

In his opening remarks, Shyamal Majumdar, Head of UNESCO-UNEVOC, reminded the 107 delegates and high-level guests present in the Moscow conference hall that "this room is a powerhouse of knowledge."



Conference venue

Box 1: Shanghai Consensus priorities

1. Enhancing the relevance of TVET
2. Expanding access and improving quality and equity
3. Adapting qualifications and developing pathways
4. Improving the evidence base
5. Strengthening governance and expanding partnerships
6. Increasing investment in TVET and diversifying financing
7. Advocating for TVET

<http://unesdoc.unesco.org/images/0021/002176/217683e.pdf>

Objectives

Putting that powerhouse of knowledge to effective use, several key objectives were on the agenda. These included utilizing the knowledge present at the forum in exploring the latest Promising Practices gathered within the region in the thematic areas of youth employment and Greening TVET. Examples of schemes under development in other parts of UNEVOC's global

network clusters were also part of the discussions. Increasing, deepening, and broadening effective regional and international cooperation were also part of the forum's key objectives.

With time at a premium, a full agenda and keynote speeches from high-profile guests, the scope for a fuller reflection or synthesis during the plenary and panel sessions was limited. Nevertheless, delegates and guests had opportunities to pose questions and coffee and lunch breaks were characterized by discussions that informally picked up on issues aired during the forum.

Participants

A total of 107 delegates and guests from twenty-two countries were present at the forum. The participation of representatives from the Austrian Ministry of Education, Arts and Culture and the Russian Alliance of Cleaning Companies, to name just a few, reflected the wide scope of interested parties. Guest speakers included Grigory Ordzhonikidze, Executive Secretary of the Russian National Commission for UNESCO, and Natalia Zolotaryova, Head of VET at the Russian Ministry of Education and Science.



Participants of the conference

Opening session



Hosting this regional forum in the Russian capital was a decision that reflected the major advances the country had made in recent years in adopting international standards and concepts in TVET, Maria Lazutova, Director of the Moscow Institute for the Development of Education, said in her opening remarks.

Russia shared key questions with its international partners in the field. These include the challenge of "ensuring that the economy develops at a sustainable rate" and that skills development matches the needs of research, development and production.

Global trends over the past two decades that emphasized university-based, academic studies at the cost of vocational training had proven to be a mistake in which Russia also shared. Businesses and employers worldwide were now confronted with skills shortages.

"All countries, including Russia, will have to focus on training workers," Ms Lazutova said, adding that Russian President Vladimir Putin had, in May 2012, signed an order to train 25 million highly skilled workers to meet future needs. "Mr Putin said it was not just about increasing the number of workers, but also about developing the relationship between industry and TVET."

Margarita Rusetskaya, Deputy Head of Moscow's Department of Education, responsible for 100 TVET schools and 120,000 students – where up to 80 per cent of graduates find jobs in their occupational specialties – said the city was entering the tenth

"TVET should not be confined to training people in professional colleges, but should concentrate on developing qualities required by the world of work and the promotion of sustainable development."

- Irina Bokova

year of major systemic reform on which 7.5 billion roubles (approximately 225 million US\$) had been spent. A new federal education law, setting out wider opportunities for skills training and placing a greater emphasis on international co-operation, was adopted in 2013. Moscow was also fully part of the Torino Process, the ETF-led evidence-based analysis of national VET policies, which represented "a great step forward," she said.

Grigory Ordzhonikidze, Executive Secretary of the Russian National Commission for UNESCO, agreed that today "the Russian Government is focused on education." Initiatives being adopted by the Russian Government include a model of continuing education that UNESCO is currently working on and the development of school/university networks. Natalia Tokareva, Programme Specialist in Teacher Professional Development and Networking at UNESCO IITE, Moscow, spoke on behalf of Director Dende Badarch. She linked the conference focus to the vision of UNESCO's Director General, Irina Bokova, who says that TVET should not be confined to training people in professional colleges, but should concentrate on developing qualities required by the world of work and the promotion of sustainable development.

Shyamal Majumdar, Head of UNESCO-UNEVOC, welcomed what he called the network's "family members" and said that the Shanghai Consensus challenged practitioners not only to expand but also to transform TVET, before "scaling up" to meet the demands of the 21st century.



Participants of the conference

Summary of sessions and discussions



Keynote presentation: Youth, employment and skills development

The Russian Ministry of Education and Science was taking a lead in setting a new agenda for TVET and continuing education in the country, the ministry's Head of VET Department, Natalia Zolotyarova, said in a keynote plenary session speech.

The Russian economy needed to ensure a match between the supply of technically qualified and competent workers and the demands of business and industry. Adequate training must be provided regardless of health, age or location, she stressed. Facilitating better links between education and the labour market was a key aspect of the new strategy on TVET announced in 2012.

"We are enhancing the role of integrated education with civil society institutions," she said.

Lifelong learning linked to TVET was a major part of the new strategy, recognizing the need for continual updating of skills throughout a working lifetime.

Society needed to change its view of skilled and trained workers, Ms Zolotyarova stressed.

"What is a technical worker? Someone in dirty overalls is the prevailing image, although the modern high-tech environment is nothing like that which existed in the past century. We have to face the challenge of raising the prestige of TVET; of explaining that technical jobs today are high-tech; smart work and not dirty work."

Two national surveys were conducted in 2012 to evaluate what specific competencies were in demanded in the Russian economy and to specifically identify the extent of the need for "functional literacy". This term Ms Zolotyarova defined as the basic ability to use reading, writing, and computational skills to address work and life situations. A network of advisory councils to regional governors across Russia would help embed the new strategy, she added.

Olga Koulaeva, Senior Employment Specialist at the ILO's Moscow office, gave a detailed description of the labour-market landscape in Russia, which showed the challenge young people have finding work.

The global average for youth unemployment was already over 12 per cent, she said. In Russia it ranged from just 5 per cent in Moscow to over 85 per cent in Dagestan, the Caucasian republic neighbouring Chechnya that struggles with insurgency .

Worldwide 75 million young people were out of work today, 4 million more than in 2007, she added.



Olga Koulaeva

The presentations excited much interest from delegates and observers. There were two impromptu interventions, one from Yuri Ryabichev, the President of Russia's Alliance of Regional Cleaning Companies, on the growth of green training initiatives in an industry where these were unheard of in Russia just a few years ago. The other intervention was from Nikita Trifomov of a regional association of restaurateurs from Samara, central Russia, on a dual training college/workplace system for chefs that had "reduced company costs through better management models and increased competencies" among staff.

Keynote presentation: Advancing the Green TVET agenda

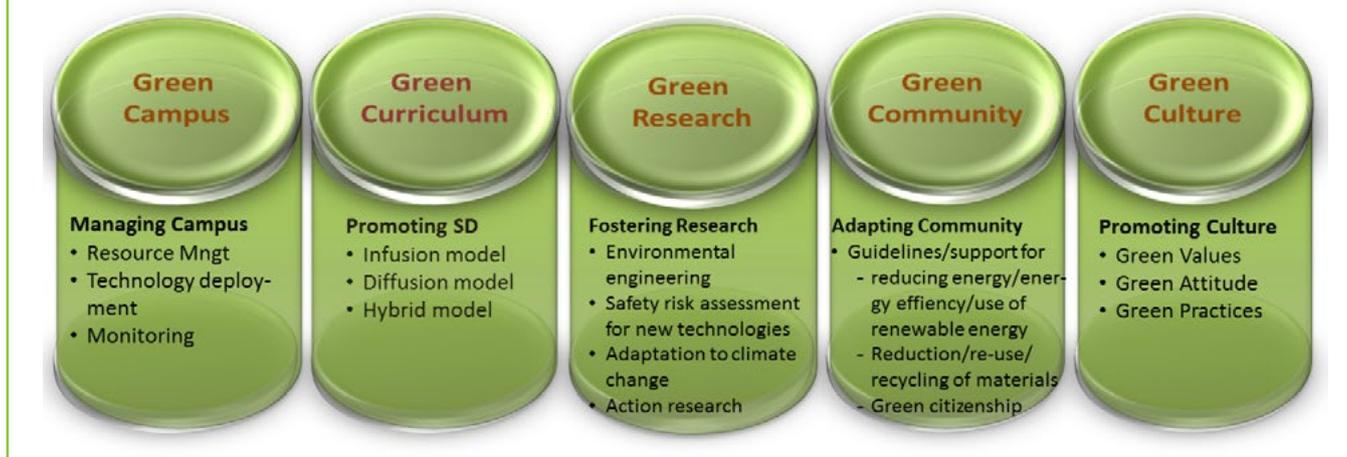
Shyamal Majumdar took the helm in the next plenary keynote introducing the second major forum theme. To advance the greening of TVET a series of issues and challenges must be negotiated, he said.

Greening TVET had both social and environmental imperatives.

The large numbers of unemployed worldwide wanted education and skills that would enable them to work; the fast-changing nature of technology meant that a job for life was a thing of the past. The demand in the coming years would be for versatile skilled workers able to apply green skills in fields specifically related to environmental protection, but not only. Existing occupations in areas not directly linked to environmental protection or renewable energies should also be transformed, he said.

The ageing populations of advanced economies in the North would have a growing need for skilled labour. Developing nations, many with large, young

Transforming TVET: A Whole Institute Approach



populations, needed to be ready to train workers to take advantage of that.

"All developed countries have a problem of looming skills shortages; the challenge is to transform and scale up TVET. The lens for that scaling up is green TVET," Mr Majumdar said, adding that repeated UNESCO-UNEVOC declarations over the past decade had stated that the key to sustainable economic development was in designing education and training to systematically integrate green skills.

Implementing the greening of TVET needed a three-level approach: at the institutional level, transforming curricula and practices; at the national level, agreeing coordinated and coherent green growth policies; and globally through working across institutions via agencies that would include UNESCO-UNEVOC, the ETF, ILO, CEDEFOP, OECD, UNITAR and others.

Panel discussions: Youth, employment and skills development



Jan Ebben

Chaired by Jan Ebben of BIBB, Germany's Federal Agency for Vocational Education and Training, five speakers sketched out the key challenges in their regions in this field and some of the Promising Practice responses devised. Five projects were presented.

Marie-Josée Fortin, Director of International Partnerships of the Association of Canadian Community Colleges,



Speakers during the panel discussion

which represents 130 publicly funded colleges with more than 1.5 million students, described two Canadian projects designed to improve skills and entrepreneurial attitudes. She noted "a new phenomenon": in Canada 22 per cent of TVET students already have university bachelor-level degrees. "They are coming back to college to get another paper to be able to work," she remarked.

Test of Workplace Essential Skills (TOWES) developed by Bow Valley College, Calgary, measures cognitive skills levels in reading and calculation. A mobile phone and computer app that uses an interactive game to train students' entrepreneurial mindset, was developed by Olds College to the north of Calgary in Canada's western province of Alberta. These two inventions were seen as simple and easily transferable technologies that could be adapted by TVET institutions worldwide.

"In Canada 22 per cent of TVET students already have university bachelor-level degrees. "They are coming back to college to get another paper to be able to work"

- Marie-Josée Fortin

Ronny Sannerud and Grete Haaland of Norway's Oslo and Akershus University College of Applied Sciences (HIOA) outlined a Promising Practice that aims to integrate a group of core basic TVET training modules in training profiles. A pilot scheme targets trainee builders and health workers – two of nine programmes offering training in sixty different trades in Norway's TVET system – to help reduce the number of young people dropping out of TVET and increase motivation through providing more relevant competencies for the world of work.

While TVET in Norway was generally highly regarded, 30–50 per cent of students did not end up working in the field for which they were trained, said Ms Haaland, who worked as a hairdresser before moving into TVET research.



Angelika Puhlmann

A German programme designed to gradually develop a vocational orientation in school children through activity days at company and TVET training centres implemented by BIBB had been a great success, said Angelika Puhlmann of BIBB's Department of Transition into VET and into Work, Vocational Training Orientation.

The programme had involved the participation of 480,000 youngsters throughout Germany and attracted around 225 million Euro (275 million US\$) in federal funding.



Wendi Howell

Wendi Howell talked about the career pathways programme with multiple entry and exit points between school and employment developed by the Centre on Education and Training for Employment at Ohio State University, Columbus, of which she is Program Director of International Affairs.

She noted that young adults just entering the labour market had been hardest hit by the recent global economic crisis.

More than 26 percent of young adults, aged 16–24, are currently out of work in the U.S. she said, double the adult rates. "This recession had had the worst impact on youth employment of the last four recessions," she said.

Tanzilya Nigmatullina, Rector of the Bashkir Institute of Social Technologies in Ufa, Russia, a city of around one million people 1170 km south-east of Moscow, touched on key regional factors, mentioning programmes to develop tolerance in the workplace for the large numbers of economic migrants from Central Asia and other former Soviet regions currently living and working in Russia. Her comments came just two weeks after Moscow had witnessed its worst ethnic clashes in decades.



Tanzilya Nigmatullina

Panel discussions: Greening TVET

Baiba Ramina, Director of the Academic Information Centre, Riga, Latvia, outlined a three-country project called Green Economy and Competencies of Organizations. The scheme, in partnership with institutions from Italy and Greece, uses a Transfer of Innovation methodology developed by Professor Guy Le Boterf, an international consultant for human resources engineering, training and management, on "appropriate action" in specific professional situations. The aim is to "develop understanding and improve knowledge about competences needed for green jobs," Ms Ramina told delegates. By developing a module that can be used as a standalone in TVET or integrated into a range of courses, green competencies could become an integral part of the education process.



Baiba Ramina

Latvia was ranked the second greenest country in the world in 2008 on the Yale University Environmental

Performance Index and already relies upon renewable sources for a third of its energy consumption. The small Baltic state has a sustainable development strategy called Latvia 2030 that sees investment in human capital as the basis for green growth, and a national development plan for 2014-2020 that includes actions for a green economy.

Greening the campus was the key objective of Centennial College, Toronto, Canada. Shyam Ranganathan, Dean of the School of Hospitality, Tourism and Culture, demonstrated a strategic initiative – Greening of Curriculum – that he hoped would spread beyond the faculty and college boundaries.



Shyam Ranganathan

The idea was to educate students in a "natural, holistic student-centred learning environment" that empowered them to be "innovative green hospitality leaders and the best prepared citizens of the world," Mr Ranganathan said.

To do this, specific course content in hotel and tourism profiles was being adjusted – in consultation with industry, the community and academic partners – to enhance skills sets, values and behaviours

that would "prepare students to participate in and lead a green and sustainable hospitality industry." To evaluate the scheme, the Sustainable Tracking Assessment Rating system was being used by the school, one of eight at the college, which offers fifteen post-secondary programmes to 14,000 students.

"The idea is that when students get to the workplace, they can support actions for change and can identify their working relationships and responsibilities in global terms; to identify beliefs, values and behaviours that create the basis for respectful relations," he said.

Leena Vainio, representing the Joint Authority of Education in the Espoo Region (OMNIA), Finland, talked about how 'smart' open learning environments, integrating ICT into new ways of learning, working, living, operating and travelling could reduce the carbon footprint of education.

In a study that included students, staff and the working patterns of a visiting lecturer who flew in

once a month from a neighbouring country, researchers found that students living at a college hostel and using school-owned computers, had the lowest carbon footprints – well under 200 kg per month; the visiting lecturer who for the rest of the month worked via telephone and e-mail, accounted for over a tonne on the carbon usage scale.



Leena Vainio

Daniel LaBillois, Director of the Centre d'études collegiales de Carleton, New Brunswick, Canada, which runs centres for innovation and research on teaching and training, the sea, wind and population, said work done there had helped to prevent a brain drain from the largely rural area, by offering attractive projects to retain staff locally. One research project, by a student who designed an energy-saving kite for use on the back of fishing vessels, was initially met with incredulity by the hardy old salts of the Gulf of St Lawrence. "But when fishing boat skippers saw that the simple kite could save them up to a fifth of the diesel on each trip, they were soon won over to the idea," he said.

The centres had also developed an optimal system for maintaining wind turbines in very cold climates.

In a comment on Mr LaBillois' presentation, CEDEFOP's Nicholas Sofroniou, Expert in Area Research and Policy Analysis at CEDEFOP, suggested it was essential that colleges kept control of the results of research and followed through with development to exploit such novel sustainable technologies in the market.

Day one of the conference wrapped up with feedback from Nick Holdsworth, a journalist with International

Correspondents in Education, a Europe-wide network of writers on TVET, who was covering the conference for UNESCO-UNEVOC.



Daniel LaBillois

“If Promising Practices are going to deliver, they need to be transferable, regionally or internationally.”
 - Shyamal Majumdar

Mr Holdsworth observed that media reports often presented ecological concerns as issues that demanded immediate action. While that was true in many cases, initiatives such as those emerging from the Shanghai Consensus and the Promising Practices explored during the first day of the forum suggested that a sustainable future could only be built slowly and steadily if people were expected to make green attitudes and habits part of their daily lives.

Regional and international harmonization in TVET. Perspectives from the UNEVOC Network



Shyamal Majumdar

If Promising Practices are going to deliver, they need to be transferable, regionally or internationally. Identifying common themes and trends is therefore essential. As UNESCO-UNEVOC head Shyamal Majumdar remarked repeatedly during the forum, only the best, most easily-applicable innovative projects would be eligible for consideration for inclusion in next year's Global Forum in Bonn. There, under strict

conditions of peer and expert review, world class ideas would be polished for dissemination throughout TVET and allied organizations internationally.

Having focused on initiatives from Europe and North America, day two broadened the view to look at a range of projects and challenges from representatives of all five regions of the UNESCO-UNEVOC international network.

Europe CIS and North America

Kai Gleissner, Coordinator of International Co-operation, at Germany's Magdeburg University, addressing issues in Europe, CIS and North America,

suggested more could be done to develop the UNEVOC Network in the latter two regions, where there were just fourteen and five UNEVOC network members respectively, compared with fifty-two in Europe.

"TVET can be the master key not only for sustainable development but also in giving youth a successful future," he said.

Those working in TVET had to challenge "old fashioned" notions that simply "getting a university degree and a job" defined success in life. In Germany, widely seen as having one of the most successful post-war economies in Europe, most people in employment had come through the TVET not the university system, he noted.

Network members in his region could take their cue from this. Designing TVET programmes with a "future orientation" focused on getting young people into work was essential.

Africa

John Simiyu, TVET Consultant and UNEVOC Centre Team Leader at the Department of Technology Education at the University of Eldoret, Kenya, fresh from the Abuja, Nigeria, regional conference on TVET by UNESCO-UNEVOC, gave an Africa-wide perspective on youth employment and GVET.

In Sub-Saharan Africa millions of youngsters leave school without employable skills.

"Do we in Africa wait until unemployment reaches a devastating level before we start dealing with it upstream? Are we talking about education for employment or employable skills?" he asked.

African Union leaders and UNEVOC cluster coordinators – he among them – in the three sub-regions East/Central Africa, South Africa and West



Kai Gleissner



John Simiyu

Africa were all grasping the nettle. Sustainable employment depended on government and all stakeholders – trainers and employers – working together. None of these could go faster than the others; they all had to coordinate their actions.

Major strategic policy initiatives were under way: 2011 has been declared the year of African youth employment; in 2013 the African Heads of States Summit had identified youth employment as a key issue.

In Botswana, national training authority BOTA and industry leaders were co-operating to help ensure training providers turned out employable VET graduates with appropriate labour-market competencies.

In Kenya, 2.5 per cent of national revenues were being ploughed into a youth enterprise fund. Among its activities was the provision of interest-free loans to young entrepreneurs.

The green agenda was not being overlooked: grants for planting trees on old landfills in Nairobi were helping employ young people, develop small eco-businesses and green the city.

Green curricula were being developed. TVET teacher training was improving, regional qualification frameworks being developed, open and distance learning growing and informal apprenticeships expanding.

But the challenges remained significant: a recent meeting of presidents of the African Union had listed the obstacles to GVET. They included: poverty, weak infrastructure, food insecurity, disease (including HIV and AIDS), an unskilled workforce and a continent-wide brain drain.



Janette Han

Asia and the Pacific

Janette Han, Researcher at the Centre for Global Co-operation at the Korea Research Institute for Vocational Education and Training (KRIVET), demonstrated the kind of strategic thinking about regional initiatives and trends that could produce world-class Promising Practices for next year's UNESCO-UNEVOC Global Forum.

The sheer diversity of the Asia Pacific region she represents offered TVET leaders a unique opportunity to leverage local experience for global benefit.

The region is divided into three sub-groups: East and South-East Asia, which takes in the largely ageing populations of Japan and the Republic of Korea, but includes younger emerging nations such as Cambodia and Vietnam and fast-developing China; Southern Asia, including such diverse nations as India and Nepal; and the 15 Pacific islands of the Indonesian archipelago, with dispersed, small populations of island nations where rising sea levels make tackling environmental issues the most urgent political, economic and social challenge.

Designing and implementing innovative measures to tackle youth unemployment and sustainable development across the Asia Pacific region meant rising to challenges common throughout the world, Ms Han said.

"Across Southern and South-East Asia we face the challenge of the provision of mass TVET; in the Pacific islands we have logistical issues with transport, communications and IT. These are remote islands with small populations. Key issues are mitigating the effects of climate change, rising sea levels and the preservation of marine systems."

KRIVET was developing a wide range of projects to address this broad span of issues, including youth employment in SMEs, changes to the population structure, career guidance and employment policy, greening of business and energy efficiency.

One firm in Indonesia was developing a model for an eco-friendly company. In Busan, Korea's second major city after Seoul and home to the world's fifth largest sea port, green skills were the focus of a case study at Busan Energy Science High School. Eco-entrepreneurship was the focus of a Cambodian project. Careers guidance and job matching systems was offered to young people and their parents in Sri Lanka, and distance learning schemes were being reviewed for the island nations.

The message was simple, Ms Han said: "If you want to take the initiative at the national level, you need first to address the regional challenge."

That is a message that could be scaled up to the international level and one that all delegates could take onboard ahead of next year's global forum, as UNESCO-UNEVOC head Shyamal Majumdar had earlier noted.

Latin America and the Caribbean



Simon Yalams

Simon Yalams, Director of the University of Technology, Kingston, Jamaica, and Head of the UNESCO-UNEVOC Centre for Research and Sustainable Development, reported on developments in Latin America and the Caribbean.

Some parts of the region were more active than others in working on the TVET response to challenges of youth unemployment, the environment and

international co-operation, he noted.

The underlying background on issues of youth unemployment and GTVET was broadly similar to all other regions of the world, although critically high levels of joblessness among the young had, at times, been the cause of violence in South American countries.

Jamaica was developing sustainable tourism programmes through an ongoing Heart Trust project and in Costa Rica there was an strategy called Empléate or "employ yourself" to bring unemployed or socially disadvantaged 17- to 24-year-olds into the labour market by providing them with technical training grants. Brazil had a National Youth Inclusion Programme that had already reached one million young people aged 15 to 29. The region was active in the annual WorldSkills contests and was gearing up for the 2014 Americas WorldSkills, he added.

Arab States

Naji Al Mahdi, Executive Director at the National Institute for Vocational Education Knowledge and Human Development Authority, Dubai, United Arab Emirates, used two short videos to explore the challenges to improving and greening TVET in a swathe of countries experiencing the turmoil of the Arab Spring.

The region, home to twenty-two UNEVOC member states and thirty-one centres, had some of the highest youth unemployment (25 per cent) and lowest labour market participation rates (35 per cent) in the world. In Iraq 69 per cent of young people were out of work; and women were often marginalized in Arab economies.

The potential of the 50 to 70 million young people due to enter the job market in the next few years was huge, Mr Al Mahdi said, but so far the economic response to the Arab Spring by the region's governments had been simply "to raise public sector wages, mostly for the police and army, meaning that little money is going into production."

A regional project E4E – Education for Employment – was designed to attract young people into vocational training in a region where the culture traditionally places a much higher value on academic, university-based studies.

Governments in a region where massive youth unemployment was among the triggers for the Arab Spring revolutions, had been concentrating efforts on public sector initiatives.

"There is little work within the private sector; there is a limit to the creation of SMEs and the impact they can have; but TVET is gaining ground as a useful tool in creating pathways to work," Mr Al Mahdi said.

Green issues were slowly gaining ground. One project in Bahrain was introducing heat recovery from aluminium production, he added.

Regional and international harmonization in TVET. Perspectives from development partners

Representatives of five organizations working to achieve ends closely related to those of UNESCO-UNEVOC shared visions, practices and successes.

Creating wider, integrated opportunities for networking, developing complementary practices and driving improvements in youth employment and sustainable development were common themes of the short, concise contributions.

Olga Oleynikova, Director of Moscow's Centre for VET Studies, Head of the UNESCO-UNEVOC Centre, Russia and President of the International Vocational Education and Training Association (IVETA) – which celebrates its 30th anniversary in August 2014 with



Naji Al Mahdi



Olga Oleynikova

twin conferences in Helsinki and St Petersburg – ured delegates from colleges and international institutions to join IVETA.

The organization had clearly defined aims that meshed with the approaches of those present, Ms Oleynikova, who was also master of ceremonies for the forum, said.

These were: eliminating skills mismatches and shortages; equity of access to TVET and lifelong

learning; enhancing workplace learning; and a focus on learning outcomes and the needs of people with disabilities.

"IVETA is a broad forum for mutual learning, where we can learn from our peers. We identify and collect examples of best practices and have respect for diversity, tolerance, openness and social dialogue," she added.



Arjen Vos

Arjen Vos, of the ETF, noted that he had first met Ms Oleynikova in 1996, when the two discussed social partnerships and the meaning of that term.

"We've come a long way since then," Mr Vos remarked.

The ETF, founded twenty years ago, helped develop policies on VET, employment lifelong learning and sustainable development in thirty-one partner countries around the EU, and had a special

focus on innovation, social cohesion and capacity building within VET systems.

Its flagship project was the Torino Process, "a reporting process leading to evidence-based analysis of VET policies in a given country."

"The challenge we now face is how to move into the implementation of policies; how to achieve a strategic implementation of policies developed."

National qualification frameworks; sector skills councils; regional validation of non-formal and informal learning; and continuing to work on entrepreneurial learning were all part of the answer, suggested Mr Vos.

Nicholas Sofroniou, Expert in Area Research and Policy Analysis at CEDEFOP, said current priorities included supporting the modernisation of VET systems; continuous VET and lifelong learning and analysis of skills needs within VET systems.

CEDEFOP actively worked with the European Commission, Parliament and Council and governments of all 28 EU member states. It co-operated with EC statistical agency, Eurostat; the OECD; and the ILO among others.

In the international sphere beyond the EU, it welcomed study visits and "engaged in one to one discussions" with professional organizations worldwide.

Work that could be of value internationally included publications such as a guide to creating employer surveys of skills needs, sector studies and qualification mismatches.

Kirill Vasiliev, Education Specialist at the Moscow office of the World Bank, outlined the work the bank does on addressing skills shortages and TVET issues.

Its Moscow office had recently completed a study of skills shortages in Russia and challenges the education system faced in transitioning to an innovative economy, he said.

A study on Russian economic competitiveness conducted by Moscow's Higher School of Economics, had ranked the country at 66, behind both India (56) and China (26). In terms



Nicholas Sofroniou



Kirill Vasiliev

of its knowledge economy, the country was ranked 55, ahead of Brazil (60) but well behind Estonia (15) in world rankings.

Labour productivity remained stubbornly low: a Norwegian worker could produce value worth \$70 per hour over 1,500 hours; a Russian worker would spend 2,000 hours to produce just \$20 of value per hour.

A survey of Russian employers suggested that the three top barriers to business development in order of descending priority were: tax rates, corruption and the low level of skills and education of workers.

"Russia has high level of higher education but low levels of employer satisfaction with the skills or education of its workers," Mr Vasiliev said.

There was a lack of problem-solving and cognitive skills among white collar workers; more needed to be done to develop soft skills, such as the ability to work both independently and in teams; co-operate with others and demonstrate emotional stability. Even in relatively low skill, routine blue collar jobs, conscientiousness, professionalism and problem solving were demanded.

"In all our initiatives we learn from international experience. We prefer to study past experience before coming up with proposals," he said, adding that UNEVOC's network and experience were of great value to the bank's work in this field.

The World Bank was prepared to work at the institutional level with universities, colleges and others studying TVET issues in their own countries on a fee-basis, Mr Vasiliev added in response to a question from John Simiyu of Kenya's Eldoret University.

Natalia Tokareva, Programme Specialist, Teacher Development and Networking at UNESCO-IITE said the applied use of IT in TVET could yield immense benefits.

Established in 1997, it is the only UNESCO body focused on IT in education. Its flagship project was on "Stimulating the use of ITC in TVET."

Encouraging the use of IT in delivering TVET, for example through Internet-based seminars, or 'webinars', as well as the use of technology in teaching such skills as aircraft piloting through flight simulators, was something that could be adopted worldwide.



Natalia Tokareva



Study tour: Students at the College of Automation and IT #20

Study Tours



Delegates spent the afternoon of the second day of the forum on study visits to Moscow colleges, including Commerce and Banking No. 6; Small Business No. 48; Hospitality and Management No. 23; Technological No. 28; and Automation and IT No.20, where Promising Practices – and rich and entertaining Russian cultural programmes, featuring singing and performances by students – were on display. The schools also presented the efforts they are making in saving resources and protecting the environment.

College of Commerce and Banking #6

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 Contact: 06@prof.educom.ru
 Website: <http://cbcol.ru/>

College of Small Business #48

Director: Viktor Radov
 Contact: 48@prof.educom.ru
 Website: <http://www.college48.ru/>

College of Hospitality and Management #23

Director: Zoya Danilova
 Contact: 23@prof.educom.ru
 Website: <http://kigm.ru/>

Technological College #28

Director: Natalya Snopko
 Contact: 28@prof.educom.ru
 Website: <http://www.tk28.ru/>

College of Automation and IT #20

Director: Viktor Polyakov
 Contact: 20@prof.educom.ru
 Website: <http://1m.kait20.ru/>



Study tour: Photography students at the College of Automation and IT #20



Study tour: Students at the College of Automation and IT #20

Conclusions and the way forward



In drawing the findings of the forum together, Head of UNESCO-UNEVOC Shyamal Majumdar noted, "in all countries and member states, TVET and skills development is one of the top agenda points now."

Those within the network should work at both the professional and international levels to come up with concrete proposals for tackling genuine needs.

Looking ahead to the 2014 Bonn UNESCO-UNEVOC global forum, he said participants needed to hone and refine the nine new Promising Practices offered during the forum. Delegates should consider what was new; what the impact would be; and what evidence there was for this, both in terms of quantity and quality, he said.

"You need to understand when we have global Promising Practices, the world will ask us for the evidence of that," Mr Majumdar said.

"What is the message? What can be adopted by other countries worldwide?"

Authors of Promising Practices were asked to revise their papers based on the feedback and discussions from the forum, following the criteria outlined during the event and resubmit proposals of no more than five or six pages by 28 November 2014.

The papers should include:

Introduction – an outline of the context and objectives behind the Promising Practice, focused on the initiative itself and not merely a description of the institution where it had been developed. Jargon and excessive detail should be avoided. Consideration should be given to the fact that readers may not be familiar with region, institutions, and the local TVET system.

Innovation – an explanation of what is new and innovative and what makes it unique compared to other models. It should detail the educational, economic and social impacts of the initiative and provide evidence of this. This should demonstrate the improvements achieved as a result of using this Promising Practice. Explain what the promise is.

Transferability – show how this model may be adopted or adapted within other political, social, economic, geographical and cultural contexts. Indicate how it can be scaled up or down for use in other regions or countries. Explain why it worked so well locally. Detail



Study tour: Small Business College No. 48 © Nick Holdsworth/ICE

of the co-operation and involvement of stakeholders from political, social, institutional, and community bodies.

Challenges – identify and detail the challenges faced during the development and implementation of the initiative.

Based on those criteria UNESCO-UNEVOC would attempt to "synthesize international and inter-regional trends," Mr Majumdar said.

"Some of these Promising Practices could be candidates for the global forum," he added, reminding delegates that those initiatives would be subject to international expert and peer review.

He praised the Asia region presentation in which Ms Han detailed Promising Practices that had already been subjected to a regional trends analysis.

The regional presentations at the forum were designed to remind all participants that UNESCO-UNEVOC was a "global family" and that no one ever should feel isolated: help, encouragement and support was always at hand and – in a nod to the sustainable development agenda – could easily be done via internet-based conference calls or the use of UNESCO-UNEVOC

electronic bulletin and discussion boards such as the E-Forum.

He urged UNEVOC cluster coordinators to remember that in giving regional reports at international conferences, less was more. A "regional snapshot" of no more than two slides, a brief review of major trends and recent events; the current regional challenges and the UNEVOC response; a description of Promising Practices together with a trends analysis; and plans for the future emerging from these points.

In conclusion Mr Majumdar noted that UNESCO-UNEVOC "cannot do all things in the world; in some cases – policy learning for example, CEDEFOP and the ETF are doing much more than we do."

But by working together with and alongside allied organizations, the agenda set by the Shanghai Consensus could be advanced.

He reminded the forum that the fifth and final regional meeting, in Beirut, was scheduled before the year's end and looked forward to meeting many participants in Bonn, probably in September, next year when the global forum would be held.

"Let's all work together for a better world and better skilled manpower," he urged.

Strengthening the UNEVOC Network

A morning session on the third day of the forum was reserved for discussing UNEVOC Network consolidation and ways forward, chaired by Shyamal Majumdar and Alix Wurdak.

Although during the forum it had been noted that in some countries there were "sleeping centres" where UNESCO-UNEVOC was little more than a plaque on a door or a wall of a national institution, in others much active work was being done.

Mr Majumdar stressed that UNEVOC had already abandoned **the practice of supplying wall plaques and urged all institutions hosting a network to do more than simply have a few brochures on display. Even if only a small corner of a room or office was available, a display, a chair and table with an attractive array of literature and information** on UNESCO-UNEVOC could go a long way to raising the organization's profile.

If an institution could sanction an employee to spend even half a day a week on network activities that would be a great help, he said, reminding members that UNEVOC was a voluntary organization.

Greater use of internet-based conferencing; exchanging skype usernames between network members, could facilitate a more cohesive sense of belonging to an international family. The E-Forum was a key tool in this.

It was noted that the e-Forum had 199 members in the USA and Canada; 446 in Europe but only 29 in Russia. When several Russian participants suggested lack of sufficient English language skills may be to blame, it was pointed out that using different languages would be divisive and that in the age of online translation services, written communication in any language was simple and effective.

"We're progressing very well," he noted. "Not all UNEVOC centres are at the same level, but that will never be the case; the world is full of different colours," Mr Majumdar added. He urged greater North/South, South/South and North/North co-operation and collaboration.

And he reminded members that UNEVOC had three pillars: to act as a clearing-house for knowledge and management activity; as a capacity developer; and as a source for updating information on state-of-the-art TVET and GTVET. On this, UNEVOC wished "to play a much more vigorous role" he added.

"You have to be ambassadors of UNESCO-UNEVOC in all of your countries. We want to transform TVET and then scale up!"



Annexes

Agenda

Day 1 Date: Monday, 28 October 2013 Venue: Izmailovo Kremlin, Conference-hall "Khokhloma", Izmailovskoe Shosse, 73Zh, Metro "Partizanskaya"	
09:00 -09:30	Registration of the participants
09:30 - 10:30	<p>Opening session:</p> <p>Welcome addresses</p> <ul style="list-style-type: none"> - Natalia Zolotaryova, Head of VET Department, Russian Ministry of Education and Science - Margarita Rusetskaya, Deputy Head of Moscow Department of Education - Maria Lazutova, Moscow Institute for Development of Education - Grigory Ordzhonikidze, Secretary-General, Commission of the Russian Federation for UNESCO - Natalia Tokareva, UNESCO Moscow Office <p>Recalling the Shanghai Consensus: Opening remarks. Concept and Strategy</p> <ul style="list-style-type: none"> - Shyamal Majumdar, Head, UNESCO-UNEVOC <p>Master of Ceremony: Olga Oleynikova, Director, National Observatory on Vocational Education</p>
10:30-10:45	<p>Housekeeping and introduction, announcements</p> <ul style="list-style-type: none"> - Olga Oleynikova, National Observatory on Vocational Education, and - Alix Wurdak, UNESCO-UNEVOC
10:45-11:15	Photo session and coffee/tea break
11:15-12:15	<p>Theme 1: Youth, employment and skills development: international and regional perspectives</p> <ul style="list-style-type: none"> - Keynote: Olga Koulaeva, Senior Employment Specialist , ILO Moscow - Fyodor Prokopov, Executive Vice President, Russian Union of Industrials and Entrepreneurs - Q & A (20 minutes) <p>Facilitator: Jan Ebben, BIBB</p>
12:15-13:00	<p>Theme 2: Greening TVET: international and regional perspectives</p> <ul style="list-style-type: none"> - Keynote: Shyamal Majumdar, Head, UNESCO-UNEVOC - Q & A (20 minutes) <p>Facilitator: Kai Gleissner, Magdeburg University</p>
13:00-14:00	Lunch

14:00-15:30	<p>Panel discussion 1: Youth, employment and skills development: perspectives from the Europe, CIS and North America Region</p> <ul style="list-style-type: none"> - Marie-Josée Fortin, Association of Canadian Community Colleges (ACCC) - Ronny Sannerud and Grete Haaland, Oslo University College, Norway - Angelika Puhlmann, BIBB, Germany - Wendi Howell, Center on Education and Training for Employment, USA - Tanzilya Nigmatullina, Bashkir Institute of Social Technologies, Russia - Q & A (20 minutes) <p>Chair: Jan Ebben, BIBB</p>
15:30-16:00	Coffee & tea break
16:00-17:30	<p>Panel discussion 2: Greening TVET: initiatives from the Europe, CIS and North America Region</p> <ul style="list-style-type: none"> - Baiba Ramina, Academic Information Centre, Latvia - Shyam Ranhanathan, Centennial College, Canada - Daniel LaBillois, Cégep Centre d'études collégiales de Carleton, Canada - Leena Vainio, OMNIA, Finland - Q & A (20 minutes) <p>Chair: Kai Gleissner, Magdeburg University</p>
17:30-18:00	<p>Wrap-up</p> <p>Nick Holdsworth, ICE, Moscow, Russian Federation</p>
19:00	Welcome reception/dinner
<p>Day 2 Date: Tuesday, 29 October 2013 Venue: Izmailovo Kremlin, Conference-hall "Khokhloma", Izmailovskoe Shosse, 73Zh, Metro "Partizanskaya"</p>	
09:30-09:45	Introductory announcements
09:45-10:45	<p>Theme 3: Regional and international harmonization in TVET</p> <p>Perspectives from the UNEVOC Network (15 minutes for each presentation)</p> <ul style="list-style-type: none"> - Europe, CIS and NA: Kai Gleissner, Magdeburg University, Germany - Africa: John Simiyu, University of Eldoret, Kenya - Asia and Pacific: Janette Han, Korea Research Institute for Vocational Education and Training (KRIVET), Republic of Korea - Latin America and Caribbean: Simon Yalams, University of Technology, Jamaica - Arab States: Naji Al Mahdi, National Institute for Vocational Education (NIVE), United Arab Emirates - Q & A (30 minutes) <p>Chair: Young-Bum Park, KRIVET</p>
10:45-11:00	Coffee & tea break

11:00-12:30	<p>Theme 3: Regional and international harmonization in TVET</p> <p>Perspectives from development partners</p> <ul style="list-style-type: none"> - Olga Oleynikova, IVETA - Nicholas Sofroniou, Cedefop - Kirill Vasilyev, World Bank - Arjen Vos, ETF - Natalia Tokareva, UNESCO-IITE - Sergei Popov, UNESCO-UNITWIN Network <p>Chair: Jan Ebben, BIBB</p>
12:30-13:00	<p>Closing remarks and way forward</p> <ul style="list-style-type: none"> - Shyamal Majumdar, Head, UNESCO-UNEVOC <p>Wrap-up</p> <ul style="list-style-type: none"> - Nick Holdsworth, ICE, Moscow, Russian Federation
13:00-14:00	Lunch
14:00	<p>Study visits</p> <ul style="list-style-type: none"> - College of Commerce and Banking # 6 - College of Small Business #48 - College of Hospitality and Management #23 - Technological College #28 - College of Automation and IT #20
<p>Day 3: For UNEVOC Centres only Date: Wednesday, 30 October 2013 Venue: Izmailovo Vega Hotel, room "Levitan", 71, bld.3V Izmailovskoe Ave., Metro "Partizanskaya"</p>	
09:00-10:30	<p>UNEVOC Network consolidation and way forward</p> <ul style="list-style-type: none"> - Shyamal Majumdar and Alix Wurdak
10:30-11:00	Coffee & tea break
10:00-12:00	<p>UNEVOC Network consolidation and way forward</p> <ul style="list-style-type: none"> - Shyamal Majumdar and Alix Wurdak

Participants

No.	Name	Institution	Country
1	Abbaszade, Nigyar	Vice Rector International Relations, Azerbaijan Technical University	Azerbaijan
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4	Alymkulov, Asylbek	Director, Bishkek Automobile College, President of Secondary VET Institutions	Kyrgyzstan
5	Artemyev, Igor	Director, Moscow State College of Technologies and Law	Russian Federation
6	Artukhina, Svetlana	Director, Technical College of Metro Construction #53 named after Hero of USSR M. Panova	Russian Federation
7	Avagyan, Aram	Director, Global Developments Fund; President, Armenian LLL League	Armenia
8	Averyanova, Larisa	Director, College of Commerce and Banking #6	Russian Federation
9	Badarch, Dendev	Director, UNESCO Moscow Office, UNESCO Representative to Armenia, Azerbaijan, Belarus, Moldova and Russian Federation	Russian Federation
10	Beglaryan, Lilit	Deputy Director, GDF 'Global Developments' Fund	Armenia
11	Beloglazov, Alexander	Head of Unit, Polytechnic College #19, Moscow	Russian Federation
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13	Belosludtseva, Valentina	TVET expert, UNEVOC Centre 'Progress' - Association 'Education for all in Kazakhstan'	Kazakhstan
14	Chistova, Ekaterina	Director, College of Landscape Design #18, Moscow	Russian Federation
15	Danilova, Zoya	Director, College of Hospitality and Management #23, Moscow	Russian Federation
16	Djusupova, Aliya	Director, Forum for Educational Initiatives	Kyrgyzstan
17	Dubrovskaya, Tatiana	Deputy Krasnogorsk College	Russian Federation
18	Ebben, Jan	Research Associate, International Cooperation and Advisory Services/ Central Office for International Cooperation in VET, Federal Institute for Vocational Education and Training (BIBB)	Germany
19	Filippova, Elena	Deputy Director, Construction College #12, Moscow	Russian Federation
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22	Gleissner, Kai	Coordinator, International cooperation, Otto von Guericke University Magdeburg	Germany
23	Golubeva, Tamara	Head of Laboratory of VET System Modernization, Tver Regional Institute of Teachers Training	Russian Federation
24	Grishina, Svetlana	Deputy Director, Polytechnic College #2, Moscow	Russian Federation
25	Haaland, Grete	Professor, Faculty of Education and International Studies, Oslo and Akershus University College of Applied Sciences (HIOA)	Norway
26	Han, Janette	Researcher, Center for Global Cooperation, Korea Research Institute for Vocational Education and Training (KRIVET)	Republic of Korea
27	Holdsworth, Nick	Journalist, International Correspondents in Education (ICE), Moscow	Russian Federation
28	Howell, Wendi	Centre on Education and Training for Employment (CETE), Ohio State University	United States of America
29	Kardava, Gizo	Head of Unit, Construction College #12, Moscow	Russian Federation

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30	Kitaeva, Natalya	Director, Kazan Electrotechnical School of Communication, Department of UNEVOC Centre	Russian Federation
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32	Koubek, Ladislav	Head of Department, International Cooperation and Social Partnership, National Institute for Education	Czech Republic
33	Koulaeva, Olga	Senior Employment Specialist, ILO Moscow	Russian Federation
34	LaBillois, Daniel	Centre d'études collégiales de Carleton	Canada
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40	Lomakina, Tatiana	Head of Laboratory, Institute of Theory and History of Pedagogy	Russian Federation
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51	Novikova, Tatiana	Deputy Director, Moscow Institute for Development of Education	Russian Federation
52	Oleynikova, Olga	Director of Centre for VET Studies; IVETA President	Russian Federation
53	Ordzhonikidze, Grigory	Executive Secretary, Russian National Commission for UNESCO	Russian Federation
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55	Paluka, Ilia	National Agency of Vocational Education and Training	Albania
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70	Ranganathan, Shyam	Dean, School of Hospitality, Tourism & Culture and the Culture & Heritage Institute, Canada	Canada
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73	Ryabichev, Youry	President of Alliance of Regional Cleaning Companies	Russian Federation
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75	Savelyeva, Irina	Deputy Director Training Centre of Central Bank of Russia	Russian Federation
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84	Skvorchevsky, Konstantin	Head of Centre, Moscow Institute for Development of Education	Russian Federation
85	Sofroniou, Nicholas	Expert, Area Research and Policy Analysis, CEDEFOP	Greece
86	Stanulevich, Olga	Head of Secondary VET Development Laboratory, Moscow Institute for Development of Education	Russian Federation
87	Stepanova, Ekaterina	Deputy Director, College of Service #44, Moscow	Russian Federation
88	Strelkova, Tatiana	Deputy Director, Polytechnic College #39, Moscow	Russian Federation
89	Surina, Julia	Youth Employment Officer, ILO Moscow	Russian Federation
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93	Tyurina, Marina	Centre for VET Studies	Russian Federation
94	Vainio, Leena	OMNIA	Finland
95	Vasilyev, Kirill	World Bank	Russian Federation
96	Viktorova, Anna	Centre for VET Studies	Russian Federation
97	Volodin, Nickolai	Head of Unit, Association of Russian Cleaning Companies	Russian Federation
98	Volodina, Marina	Senior Foreman, College of Small Business #4, Moscow	Russian Federation
99	Vos, Arjen	European Training Foundation, Torino	Italy
100	Vurasko, Larisa	Head of Unit, College of Economics and Technology #22, Moscow	Russian Federation
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105	Yerokhina, Tatiana	Interpreter	Russian Federation
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107	Zolotaryova, Natlia	Director of VET Department, Ministry of Education	Russian Federation

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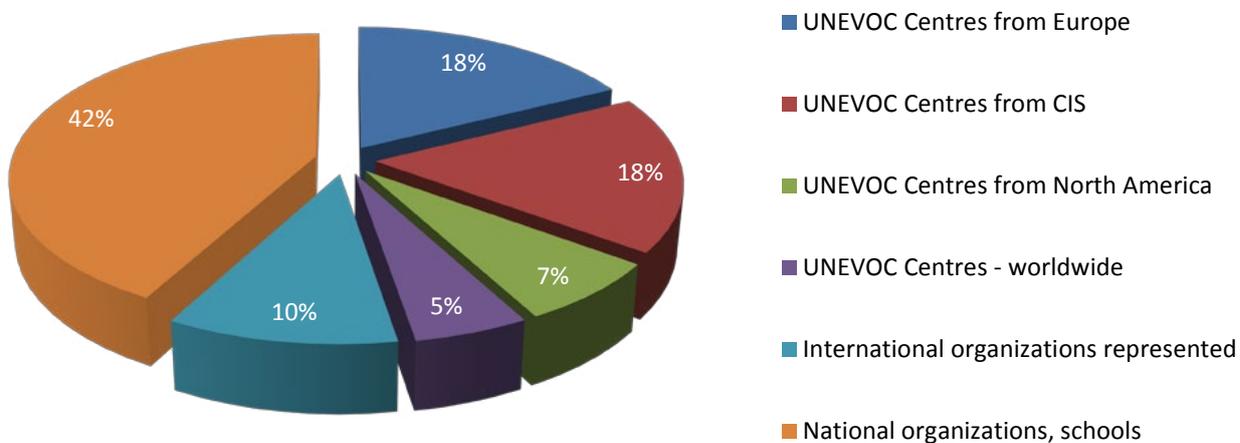
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CVETS, Moscow
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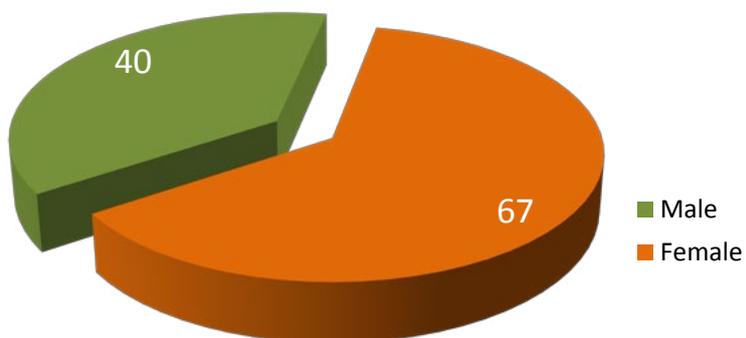
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Distribution

Organization represented



Participants by gender



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